

The 23rd Annual Conference
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ABILITY
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The American Academy
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**California Department of
Mental Health**



California Institute
for Mental Health



California State Council on
Developmental Disabilities

NADD An association for persons with
developmental disabilities and
mental health needs
NATIONAL ASSOCIATION FOR THE Dually Diagnosed

23rd Annual Conference and Exhibit Show

*Promoting Mental Health in Children &
Adults with Intellectual Disabilities:
Cross Systems Collaboration*



October 25-28, 2006

San Diego, CA



California State
Department of
Developmental Services



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Welcome to the NADD 23rd Annual Conference!



Welcome to the 23rd Annual NADD Conference in this most fabulous city, San Diego, famous for its' wonderful weather and world-class zoo. I believe that this year's NADD annual conference will also be world-class.



Our theme for this year, *Promoting Mental Health in Children & Adults with Intellectual Disabilities: Cross Systems Collaboration*, highlights the challenges we face within our field. There is no doubt that we have to collaborate to promote positive behavioral health outcomes for people with intellectual disabilities. But we also have to learn from one another. This includes learning the language and the technology of diverse disciplines because the problems faced by the individuals we strive to help are highly complex. No person is an island. All of us, whatever our specific and unique training and background, have to know something about the biological, psychosocial and contextual factors that transact to produce the challenges of co-occurring disorders.

NADD is proud to reflect on over 20 years of dedication to the promotion of excellence in mental health care for individuals with intellectual disabilities, and continues in its mission to provide professionals, educators, policy makers, and families with cutting edge education and training on mental health issues. This year's conference promises to be one of the best to date, with ample opportunities to learn from leaders in the field who represent a wide array of perspectives and disciplines. Some of the many highlights include keynote lectures by Dr. Bryan King and Dr. Bryna Siegel, two of the world's leading experts on Autism Spectrum Disorders. A number of presentations are geared towards providing "real world" practical strategies and clinical tools to clinicians and managers, representing an emphasis on the "how to's" of working with individuals with intellectual disabilities and mental health challenges. In other sessions, people from around the country and the world will share experiences, model program designs and research findings regarding key areas of concern that highlight collaborative multidisciplinary efforts.

And everyone who attends the conference really, also, at some point during the week, must go and see the San Diego Zoo. It's truly wonderful, and it's only one of an amazing number of things to do in this exciting and beautiful Pacific coast city on the bay. So welcome to where "It's all happening," at the NADD's 23rd Annual Conference. It's a chance to learn, to collaborate and to have a really great time. See you in San Diego!

Conference Co-Chairpersons - Terrence McNelis, MPA and Lauren Charlot, PhD

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The NADD 23rd Annual Conference

Program Description

This program will provide information regarding various topics in the field of dual diagnosis (ID/MH).

Who Should Attend?

Administrators, Direct Support Professionals, Educators, Family Members, Nurses, Persons with Disabilities, Psychiatrists, Psychologists, Physicians, Researchers, Residential Providers, Service Coordinators, Social Workers, Students and Vocational Staff

Learning Objectives

At the end of this conference, participants will be able to:

- Identify psychopharmacological challenges with children and adults with ID;
- Review new data on assessment and treatment of autism spectrum disorder;
- Cite initiatives that support the development of a qualified workforce;
- Name collaborative/multidisciplinary program or treatment models;
- Summarize several crisis services developed for persons with co-occurring disorders.

Continuing Education Credits

ACCREDITATION STATEMENT

This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of Drexel University College of Medicine and the NADD. The Drexel University College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. AMA: The Drexel University College of Medicine designates this educational activity for a maximum of 13.5 AMA PRA Category 1 Credit(s)[™]. AOA: This program is eligible for 13.5 credits in Category 2A of the American Osteopathic Association. Physicians should only claim credit commensurate with the extent of their participation in the activity. The Pre-Conference Symposia can award 3 or 6 additional credit hours.

FACULTY DISCLOSURE STATEMENT

It is the policy of Drexel University College of Medicine to insure balance, independence, objectivity, and scientific rigor in all its sponsored educational programs. Speakers at continuing medical education activities are required to disclose to the audience their financial relationships with the manufacturer(s) of any commercial products, goods or services related to the subject matter of the program topic. Any conflicts of interest must be resolved prior to the presentation and announced to the audience. The intent of this disclosure is to allow participants to form their own judgments about the educational content of this activity and determine whether the speaker's commercial interests influenced the presentation. In addition, speakers are required to openly disclose any off-label, experimental, or investigational use of drugs or devices discussed in their presentation.

APA (Psychology): Drexel University College of Medicine, Behavioral Healthcare Education is approved by the American Psychological Association to sponsor continuing education for psychologists. Drexel University College of Medicine, Behavioral Healthcare Education maintains responsibility for this program and its content. This conference is offered for 13.5 credits. The Pre-Conference Symposia can award 3 or 6 additional credit hours.

ASWB (National Social Work): Drexel University College of Medicine, Behavioral Healthcare Education, provider #1065, has pending approval as a provider for continuing education by the Association of Social Work Boards 400 South Ridge Parkway, Suite B, Culpeper, VA 22701. www.aswb.org. ASWB Approval Pending. Social Workers should contact their regulatory board to determine course approval. Social workers will receive 13.5 continuing education clock hours in participating in this conference. The Pre-Conference Symposia can award 3 or 6 additional credit hours.

LSW (PA SBSWE Licensed Social Workers in Pennsylvania): PRE-APPROVED PROVIDER. This training is approved for [a maximum of] 13.5 credit hours through a formal co-sponsorship agreement with Bryn Mawr School of Social Work and Social Research. Bryn Mawr College, as a CSWE accredited school of social work, is an approved provider of continuing education for social workers in Pennsylvania and many other states. The Pre-Conference Symposia can award 3 or 6 additional credit hours.

NAADAC (National D&A): This program has been approved by the National Association of Alcoholism and Drug Abuse Counselors [a maximum 13.5 of educational hours. NAADAC Approved Provider #000125. The Pre-Conference Symposia can award 3 or 6 additional educational hours.

NBCC (National Counselors): Drexel University College of Medicine is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors. We adhere to NBCC continuing education guidelines. We can award [a maximum of] 13.5 hours of continuing education credit. The Pre-Conference Symposia can award 3 or 6 additional credit hours.

PSNA (Nursing): Drexel University College of Medicine, Behavioral Healthcare Education an approved provider of continuing nursing education by the PA State Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. Participants will be awarded [a maximum of] 16.2 contact hours for attending this conference. The Pre-Conference Symposia can award 3.6 or 7.2 additional credit hours.

CE's (Continuing Education – if not requesting one of the other types above): The Drexel University College of Medicine, Behavioral Healthcare Education will award a certificate of attendance for up to 13.5 hours to each participant who successfully completes the conference. The Pre-Conference Symposia can award 3 or 6 additional hours of attendance.

Keynote Address Presenters



Bryan King, MD

*Professor and Vice Chair of Psychiatry & Behavioral Sciences and Director of Child & Adolescent Psychology
University of Washington and Children's Hospital and Medical Regional Center*

Dr. King's clinical and research interests have been focused on psychiatric aspects of developmental disorders and upon the pathogenesis and treatment of severe behavioral disturbance in autism in particular. He is the author of numerous articles and co-author on the practice parameters for children and adults with developmental disorders and mental illnesses. Dr. King has been the recipient of several lifetime achievement awards for his work in the field of developmental disabilities.



Bryna Siegel, PhD

*Professor and Director of Autism Clinic
University of California*

Dr. Siegel will address her latest book, *Helping Children with Autism Learn: Treatment Approaches for Parents and Professionals*, in her presentation. She also is the author of the Pervasive Developmental Disorders Screening Test (PDDST-II) for early identification of autism, as well as *The World of the Autistic Child: Understanding and Treating Autistic Spectrum Disorders* and *What About Me? Siblings of Developmentally Disabled Children*. Dr. Siegel lectures frequently to parents and professionals in the US and abroad on the treatment of autism.



Wendy Handrich, MEd

*Educational Consultant and Early Education Instructor
Learning Curve of WI and University of Wisconsin-Whitewater*

Ms. Handrich has years of experience as a District Administrator and Elementary Principal in Wisconsin. As an Early Childhood Special Education Teacher, she had the opportunity to meet the diagnostic and instructional needs of students with a wide range of special education needs. She is a licensed Elementary (PreK-6) and a Special Education for the Cognitively Delayed (K-12) Teacher, and a Director of Special Education. Ms. Handrich has facilitated a variety of district level committees, and been instrumental in leading school personnel and families as they move from program to service delivery models to meet the needs of each learner.

TUESDAY, OCTOBER 24

6:00 – 7:00 p.m.

EARLY BIRD REGISTRATION

WEDNESDAY, OCTOBER 25

8:00 a.m.

REGISTRATION OPENS

PRE-CONFERENCE SYMPOSIA

We are featuring seven (7) half-day Pre-Conference Symposia this year. You can register for one (1) session in the morning and/or one (1) session in the afternoon.

9:00 a.m. – 12:15 p.m.

PRE-CONFERENCE SYMPOSIUM I

Psychopharmacology of Children with Intellectual and Developmental Disabilities

L. Jarrett Barnhill, MD, *University of North Carolina School of Medicine, Chapel Hill, NC*

Children present unique problems for the psychopharmacologist. When compared to adults, significant differences exist in the level of absorption, metabolism and pharmacodynamics. In addition, the impact of psychotropic agents on the developing brain needs to be considered in the decision making process. The evolving nature and course of challenging behaviors and mental disorders, particularly development sensitivities to side effects, require ongoing careful longitudinal follow-up.

PRE-CONFERENCE SYMPOSIUM II

Supporting Non-Traditional Learners in Public School from Inclusive Education to Transition Services

Richard Rosenberg, PhD, *Whittier Union High School District, Whittier, CA*

The presentation will focus on the unique needs of students with dual diagnosis and the dream for Inclusive Education at pre-school through transition services (18-22). It will explore the Federal IDEA law that requires that ALL students are to be provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The IEP (Individualized Education Program) process and its power for the student/families will be discussed. The presenter will share his experiences as an uncle of a young boy who has Down syndrome and other education needs and trace his path from Pre-School to Transition services. The presentation will address the process of Person Center Planning. From best practices, legal standing and personal stories, this session will be very interactive and includes information for all students going from birth to transition/ employment/ ongoing education.

PRE-CONFERENCE SYMPOSIUM III

The Healing Crowd: Interactive-Behavioral Group Therapy for People with Intellectual and Psychiatric Disabilities

Daniel Tomasulo, PhD, TEP, MFA, *New Jersey City University, Jersey City, NJ*

The interactive-behavioral model provides an integration and modification of role-playing and

behavioral techniques adapted for this population and proven to have success in bringing about therapeutic changes. Participants will be invited to take part in demonstration and discussion of these techniques. Research suggests that people with mental retardation are among the highest populations for being victims and offenders of sexual abuse, and yet their unique reactions to trauma are the least well understood. As such, a portion of the presentation will focus on the use of specialized methods adopted from sociodrama and psychodrama for working with individuals who have experienced trauma.

12:15 – 1:30 p.m.

LUNCH (On Your Own)

1:30 – 4:45 p.m.

PRE-CONFERENCE SYMPOSIUM IV

Responding To the Needs of Twice-Exceptional Learners Through Strength-Based Services

Wendy Handrich, MEd, *Learning Curve of WI, Oconomowoc, WI*

Students who are twice exceptional have unique constellations of learning needs. Many of these students have gifts and strengths which are overlooked when services focus on a deficit-based model. Preconceived notions of how disabilities affect cognition and the fact that many believe "bright students" are equally developed often prevent students from receiving services that focus on their strengths and interests. This session is designed to provide attendees with insights into the roadblocks faced by many students

who are twice exceptional. Instructional strategies that focus on student strengths while simultaneously addressing areas of need will be shared. Suggestions for utilizing a multi-disciplinary approach to engineer comprehensive, seamless and efficient educational services for students who are twice exceptional will be the focus of the of the talk.

PRE-CONFERENCE SYMPOSIUM V

Adverse Drug Events and Medication Side Effects in People with Intellectual Disabilities and Psychiatric Disorders
Lauren Charlot, PhD, Paula Ravin, MD, Susan Abend, MD, University of Massachusetts Medical School, Worcester, MA

In this presentation, pilot data and case presentations will be used to review and highlight occurrences of adverse drug events and medication side effects identified in a series of patients seen at University of Massachusetts Medical Center in Worcester, Massachusetts within two specialty psychiatric treatment programs for people with intellectual disabilities (ID). Plans for a larger scale investigation of adverse drug events in people with ID and psychiatric disorders will also be presented. Key issues in the assessment of these events, and the relationship between medication side effects and changes in behavior and mental status, will be a focus of discussion.

PRE-CONFERENCE SYMPOSIUM VI

Sleep and Mental Health: Disorders Not Recognized and Not Treated

Scott Stiefel, MD, University of Utah, Salt Lake City, UT
People with developmental disabilities are at high risk for sleep disorders that are often unrecognized and untreated. This pre-conference will address the types of sleep disorders and how they present differently in individuals with disability, including a review of sleep disorders in specific genetic syndromes and also how to differentiate sleep disorders from the sleep changes present in mental illness. There will be a thorough review of the treatment of sleep disorders, including psychopharmacology and behavioral strategies for individuals that are treatment resistant.

PRE-CONFERENCE SYMPOSIUM VII

Bipolar Disorder in Children and Adults with Intellectual Disabilities

Andrew Levitas, MD, University of Medicine and Dentistry – School of Osteopathic Medicine, Stratford, NJ; Anne Hurley, PhD, Harvard Vanguard Medical Associates, Wellesley, MA

The signs and symptoms of Attention Deficit Hyperactivity Disorder (ADHD) can be difficult to distinguish from those of Bipolar Disorder in neurotypical children and adults; this is all the more true for patients with intellectual disabilities. We will discuss the signs and symptoms of ADHD in children and adults with intellectual disabilities, including links to the behavioral phenotypes of common intellectual disabilities syndromes, the signs and symptoms of Bipolar Disorder in children and adults with intellectual disabilities, including links to the behavioral phenotypes of common intellectual disabilities syndromes, the links of both ADHD and Bipolar Disorder to autism spectrum disorders, and how to diagnose not only each condition, but each in the presence of the other.

**4:45 p.m.
REGISTRATION CLOSES**

**5:00 – 6:30 p.m.
NADD NETWORKING RECEPTION
WITH CASH BAR**

THURSDAY, OCTOBER 26

EXHIBIT SHOW

The NADD Exhibit Show will take place today and Friday from 10 a.m. to 5 p.m. in the break area. The Show is a fantastic opportunity to develop new resources and network with peers and colleagues.

**7:00 a.m.
REGISTRATION OPENS**

**7:30 – 8:30 a.m.
BREAKFAST CONSULTATIONS
WITH THE EXPERTS**

Come join the experts in the field of dual diagnosis! These sessions are designed for participants to learn from experts. They offer an opportunity for discussion and networking. A 20-minute presentation will take place, followed by interactive discussion. A continental breakfast will be served. Breakfast consultation registration confirmation sheets are issued at registration. Space is limited. Register early!
Note: There is no on-site registration for the breakfast consultations.

A- Depression: Diagnosis and Cognitive Behavioral Treatment

Anne Hurley, PhD, Harvard Vanguard Medical Associates, Wellesley, MA

Multiple perspectives on the diagnosis and treatment of depression in people with intellectual disability will be addressed, focusing on those who have mild to moderate disabilities. Cognitive behavioral techniques will be highlighted.

B- Recruitment and Retention Strategies

Terrence McNelis, MPA, Northwestern Human Services, Edenheim, PA

As most providers of services and supports are aware, the recruitment of talented staff and maintaining them within the agency is a pivotal component in quality services. This breakfast consultation will explore multiple efforts that have been successful in attracting good staff and holding on to them.

**9:00 – 9:30 a.m.
WELCOME FROM THE
CONFERENCE CHAIRPERSONS**

Terrence McNelis, MPA, Northwestern Human Services, Edenheim, PA

Lauren Charlot, PhD, University of Massachusetts Medical School, Worcester, MA

**PRESIDENTIAL WELCOME &
OPENING REMARKS**

Donna McNelis, PhD, NADD President, Drexel University College of Medicine, Philadelphia, PA

**GENERAL MEMBERSHIP
COMMITTEE MEETING**

9:30 – 10:30 a.m.

PLENARY SESSION

The Playground, the Promise and the Perils of Psychopharmacotherapy in Developmental Disabilities.

Bryan King, MD, Children's Hospital and Regional Medical Center, Seattle, WA

This presentation will review some of the history of psychopharmacotherapy in the population with intellectual disability. The expanded use of psychotropic medication will be noted, along with guidelines that have been suggested. Advances in knowledge about how some medications work, and in what contexts, will also be highlighted as will emergent concerns that are or should be on our collective radar. In the end, there is no playground for pharmacotherapy; the promise must be tempered by the perils, and both are coming into increasingly better focus.

**10:30 – 11:00 a.m.
BREAK**

**11:00 a.m. – 12:30 p.m.
CONCURRENT SESSIONS**

**T01– “I Am The Boss of My Body”-
Creating, Designing and Implementing a
Human Sexuality Program For Students
With Special Needs**

Focus: Children-Adolescents/Level: All

Diane Cox-Lindenbaum, ACSW, Private Practice, Scodon, CT; Robin Twerdahl, MEd, Wilton High School, Wilton, CT

This presentation will discuss the collaboration of an abuse-focused treatment therapist and a special education specialist and how they established an engaging and empowering Sexuality Group Treatment and Training Program in a local high school. Addressing the vulnerabilities and needs of the students and utilizing a multi-modal, multi-systemic curriculum, concrete strategies for delivery, engagement and acceptance will be shared so that replication can occur in any community educational setting.

**T02 – Differential Diagnosis of Medical
Issues Occurring in Individuals with
Behavioral Disorders**

Focus: Lifespan/Level: All

Edwin Mikkelsen, MD, Kate Novak, MA, Jennifer Fuglestad, MEd, The MENTOR Network, Boston, MA

The diagnosis of a medical illness in individuals with developmental disabilities can be compromised by a number of factors. The diagnostic process can be even more difficult for those who also have behavioral disorders. This presentation will address strategies to enhance the detection of medical illness in these individuals.

T03 - Pharmacological Management of Atypical Antipsychotic-Induced Metabolic Syndrome in Persons with Developmental Disabilities

Focus: Adults/Level: Intermediate

James Kim, PharmD, University of British Columbia Hospital, Vancouver, BC, Canada

Weight gain induced by typical antipsychotics appeared soon after their availability. The emergence of more recently available atypical antipsychotics further aggravated not only the weight gain but also worsened glucose homeostasis and lipid profile. This presentation will describe various metabolic syndromes associated with atypical antipsychotic usage and offer possible treatment strategies. This presentation is ideal for front-line practitioners, nurses, pharmacists, psychologists, social workers, occupational therapists and activity workers.

T04 – Project Illumination: A Community Collaboration

Focus: Lifespan/Level: Intermediate

Margaret Charlton, PhD, Aurora Mental Health Center, Aurora, CO

Project Illumination is a community collaboration of organizations whose goal is to shed light on the impact of sexual violence and trauma for people with developmental disabilities that is now being replicated nationally.

T05 – Reducing Challenging Behavior: A Matter of Responsive Listening

Focus: Adults/Level: All

Sharon Forgeron, MEd, Tim Robson, Bethesda Community Services Inc., St. Catharines, ON, Canada

Many adult individuals remain functionally non-speaking with limited or no use of augmentative communication despite years of caregiver efforts to introduce alternative symbols for expression. This presentation will describe an investigation into the role of a social-interaction approach to communication intervention as part of team treatment for older adults with developmental disabilities who present with severe and longstanding challenging behaviors. Comparison of pre- and post-treatment videotapes found that the four subjects made unexpected gains in communicative competence and displayed significant reductions in challenging behaviors. The presenters will discuss the naturalistic strategies that helped to bring about these favorable results.

T06 – Live Supervision in the Workplace: Enhancing Clinical Service Effectiveness

Focus: Lifespan/Level: Intermediate

Karen Weigle, PhD, Kristin Martin, BS, Tiffany Raitz, BS, The Team Centers, Inc., Chattanooga, TN; **Joan Beasley, PhD**, Consultation and Training Services, Chestnut Hill, MA

The TN-START program employs live supervision in the context of a structural/strategic approach to promote effective team consultation and mental health services. Theoretical principles and techniques in live supervision will be reviewed. Participants will practice using the techniques with videotaped clinical examples.

12:30 – 1:45 p.m. LUNCH (On Your Own)

12:30 – 1:45 p.m. FAMILY NETWORKING MEETING

This is an opportunity for family members and professionals to get together and discuss the various issues concerning individuals with developmental disabilities and mental health needs.

12:30 – 1:45 p.m. COMMITTEE MEETINGS

The following NADD Committees will be meeting at this time. All are welcome to attend and participate.

- Membership
- US Policy
- Canadian Policy
- Research

1:45 – 3:15 p.m. CONCURRENT SESSIONS

T07 – Person-Guided Functional Assessment Strategies

Focus: Lifespan/Level: Intermediate

Dan Baker, PhD, Richard Blumberg, PhD, UMDNJ-Robert Wood-Johnson Medical School, New Brunswick, NJ

Many studies use functional assessment interviews completed by educators and care providers, but not with the person with problem behaviors. This interactive session will describe strategies to include the perspective of the person and will offer you a research-based interview form useful with persons with developmental disabilities and mental illness.

T08 – Overview of Prader-Willi Syndrome Treatment Interventions and Resources

Focus: Adults/Level: Beginner

Patricia Carroll, BA, Advocates, Inc., Framingham, MA
This presentation will provide an overview of Prader-Willi Syndrome (PWS) that will include general characteristics of PWS, suggested treatment interventions related to both problematic behaviors and medical issues that are common for individuals that are diagnosed with PWS and helpful environmental modifications as well as contact information of additional related resources.

T09 – The Crisis Service Crisis

Focus: Lifespan/Level: Intermediate

Sue Gabriel PMHNP, Mike Mayer, PhD, Community Resource Alliance, Inc., St. Johns, MI

Everyone seems to understand what a “crisis” is when they’re in one, but objectively, what defines a crisis, and how do we tackle it? Delaying CPR for a heart attack victim is as logical as calling “911” when you run out of bread. Yet, that same level of confusion seems to exist all too often for the service/support systems for persons with dual diagnosis. This talk will address a true crisis AND an appropriate response.

T10 – Behavior Development for People with Autism Spectrum Disorders

Focus: Lifespan/Level: Intermediate

Steven Altabet, PhD, The Team Centers, Inc., Chattanooga, TN

People with Autism Spectrum Disorders often have difficulty responding to behavior management methods as techniques are often implemented before the person is developmentally ready to understand them. This presentation outlines a process of implementing preventative, skill building and corrective techniques that progress with the person’s developmental level.

T11 – Assessing and Enhancing the Capacity of Individuals with Dual Diagnoses to Make Informed Health and Mental Health Care Decisions

Focus: Adults/Level: All

Ruth Freedman, PhD, Boston School of Social Work, Boston, MA; **Donald Freedman, JD**, Rosenberg, Freedman & Goldstein, Newton, MA

This presentation will provide: a legal and ethical framework for understanding issues of competency, capacity and consent in health and mental health care decision-making; guidelines for assessing the decisional capacity of individuals with dual diagnoses and strategies to enhance the decision-making capacities of these individuals.

T12 – Effective Collaboration & Treatment for Adolescents with Dual Diagnosis

Focus: Adolescents/Level: All

Mar Smith, LCSW, Tom Alexander, LCSW, Fred Finch Youth Center, Oakland, CA; **Dan Clark, LCSW**, San Diego Regional Center, San Diego, CA

The Fred Finch Youth Center Dual Diagnosis Programs serve youth who require a high level of care. There have been excellent outcomes serving some very challenging youth by providing a combination of structure, mental health and behavioral services done in collaboration with community partners. This workshop will review the genesis, planning process and implementation of these unique residential treatment programs.

3:15 – 3:45 p.m. BREAK

3:45 – 5:15 p.m. CONCURRENT SESSIONS

T13 – Mood Disorders in Individuals with Autism Spectrum Disorders

Focus: Lifespan/Level: All

Curtis Deustch, PhD; Aranya Albert, UMMS/Shriver Center, Waltham, MA; **Lauren Charlot, PhD**, University of Massachusetts Medical School, Worcester, MA

Existing data regarding the prevalence of mood disorders in children and adults with Autism Spectrum Disorders (ASD) will be reviewed. Data from two psychiatric programs will be presented. The prevalence of mood disorders among the patients with an ASD served in two clinical programs will be reviewed and compared with rates reported for other patients who did not have an ASD and to rates that have been

described in the literature to date. A series of cases will be examined, with a focus on the phenomenology and co morbidity for individuals with ASD and mood disorders who were treated in an inpatient psychiatric unit. Plans for a large scale NIH funded investigation of depression in children with intellectual disabilities will be presented. The Project PI colleagues have proposed a methodology for assessing motivation, attention, memory, and executive functioning in individuals who are non-verbal to increase accuracy of identification of impaired cognitive functioning characteristic of individuals with depression. Strategies to enhance accurate identification of mood disorders in individuals with ASD in future investigations will be explored.

T14 – If I Could Do It All Over Again

Focus: Children-Adults/Level: All

Nancy Hatch Warner, MA, Parent, Charleston, RI
If I could do it all over again...I would cut off 3 years of school and start vocational training sooner, eliminate segregated settings, be more informed about age 18, use technology to improve skills, put all records on DVDs, and be more selective about direct care staff. Workshop participants should be able to rethink how the "systems for the client with dual diagnoses" work, whether they are cost effective, and what possible changes can be made to increase their effectiveness; provide information about mental illness very early on; consider technology as a major part of the consumer's program; allow family members the support they need; and consistently inform federal, state and local senators and representatives of the need for adequate programs for individuals with dual diagnosis.

T15 – Why Isn't this Person Responding to Treatment? Is There Something Else I Need to Know?

Focus: Lifespan/Level: Intermediate

Daniel Dubovsky, MSW, SAMHSA FASD Center for Excellence, Rockville, MD
Individuals with Fetal Alcohol Syndrome Disorder (FASD) are often undiagnosed or misdiagnosed. They frequently fail in our typical treatment systems and are commonly identified as being non-compliant, uncooperative and unmotivated. This presentation examines difficulties that individuals with a FASD have in treatment. We focus on possible misdiagnoses that can impact treatment, along with the necessity of recognizing how a co-occurring FASD with a mental illness and/or other developmental disability informs interventions. Reasons typical approaches to treatment are frequently unsuccessful are discussed, and interventions that can optimize outcomes for the individuals and the agencies that serve them are highlighted.

T16 – Program Model and Evaluation Strategy for a School-based Multidisciplinary Mental Health Clinic Serving Adolescents with Dual Diagnosis

Focus: Adolescents/Level: All

Matthew Burnett, BA, University of Saskatchewan, Saskatoon, SK, Canada; Bruce Gordon, PhD, Kingsmen Children's Centre, Saskatoon, SK, Canada; Declan Quinn, BA, Royal University Hospital, Saskatoon, SK, Canada; Roseanne Parks-Charney, MEd, Saskatoon Catholic School Division, Saskatoon, SK, Canada; Kathryn Day, BED, Holy Cross High School, Saskatoon, SK, Canada

The Holy Cross High School Interprofessional Support Team is a school-based multidisciplinary mental health clinic addressing the diverse needs of students with dual diagnosis. Given the target population's complex needs and heterogeneous nature, this clinic relies upon an interprofessional program framework. This presentation outlines the clinic's program model and evaluation strategy.

T17 – Research Symposia (90-Min. Total)

Complex Needs: Connecting Needs Assessment to Solutions for Californians with Developmental Disabilities (30 Min.)

Focus: Lifespan/Level: Intermediate

Peggie Webb, MA, Mosaic Connections, Inc., Temecula, CA; Judy Wallace-Patton, LCSW, San Diego Regional Center, San Diego, CA

A statewide needs assessment conservatively estimates 16% of individuals in California have complex needs. Twenty-one Regional Center surveys indicate over 348 individuals are considered 'at risk' in their community placement as evidenced by their frequent use of crisis services. A statewide project is currently being developed to address these needs.

A Powerful Glimpse from Across the Table: Reflections on a Virtual Parenting Experience

Focus: Lifespan/Level: All

Kate Scorgie, PhD, Azusa Pacific University, San Diego, CA; Lorraine Wilgosh, PhD, University of Alberta, Edmonton, AB, Canada

Virtual learning experiences can enhance understanding of others when used in practitioner training sessions. This session will examine reflections from a training exercise in which pre-service professionals become parents of a virtual child with a disability across a 9-week period, attesting to transformed perspectives of parents and greater support for collaboration.

The Role of Theoretical Models in Developing Cross-Cultural Counseling Strategies

Focus: Lifespan/Level: All

Kate Scorgie, PhD, Azusa Pacific University, San Diego, CA; Lorraine Wilgosh, PhD, University of Alberta, Edmonton, AB, Canada

Theoretical models should provide a framework to facilitate parents' developing effective life management strategies. Applying our model of Parent Transformational Processes to our cross-cultural and longitudinal research data, we will demonstrate how a model should go beyond description of relevant cross-cultural and longitudinal family variables to promote effective interventions.

T18 – Collaboration and Cooperation Between Intergovernmental Agencies in Behavioral Health Service Delivery to Persons with Developmental Disabilities

Focus: Lifespan/Level: Advanced

Joanne Baron, FNP, Value Options; Phoenix, AZ; Robert Klaehn, MD, Division of Developmental Disabilities, Phoenix, AZ

The Regional Behavioral Health Authority for Maricopa County, including the Phoenix metropolitan area, and the Division of Developmental Disabilities has cooperated to provide more organized and collaborative behavioral health services to individuals with dual diagnosis. Training of professionals and developmental specialist and teams are part of the model.

5:15 p.m.

REGISTRATION CLOSES

5:30 – 7:00 p.m.

NADD WELCOME RECEPTION, 6th ANNUAL POSTER SESSION & SILENT AUCTION

NADD would like to take this opportunity to welcome everyone to the NADD 23rd Annual Conference, and the beautiful city of San Diego! The NADD 6th Annual Poster Session will take place at this time, so you won't want to miss it! A silent auction to benefit the NADD Family Committee will also take place so come out and support this important committee. There will be hors d'oeuvres and a cash bar. Come meet friends, old and new, take in the poster session, exchange ideas, network and join us in kicking off the conference!

6:30 – 7:30 p.m.

SPECIAL INTEREST GROUP MEETINGS

- Psychopharmacology
- Forensics
- Psychotherapy

FRIDAY, OCTOBER 27

EXHIBIT SHOW

The NADD Exhibit Show will take place today from 10 a.m. to 5 p.m. in the break area. The Show is a fantastic opportunity to develop new resources and network with peers and colleagues.

7:15 a.m.

REGISTRATION OPENS

7:30 – 8:30 a.m.

BREAKFAST CONSULTATIONS WITH THE EXPERTS

Come join the experts in the field of dual diagnosis! These sessions are designed for participants to learn from experts. They offer an opportunity for discussion and networking. A 20-minute presentation will take place, followed by interactive discussion. A continental breakfast will be served. Breakfast consultation registration confirmation sheets are issued at registration. Space is limited. Register early! *Note: There is no on-site registration for the breakfast consultations.*

A- Growing Older, Understanding Aging and Dementia in Persons with Intellectual Disabilities

Sue Gabriel PMHNP, Community Resource Alliance, Inc., St. Johns, MI

One cannot pick up a newspaper or magazine without reading about difficulties associated with the aging population. Some seem surprised, however, that persons with disabilities are also getting older. They too have their own "aging experience". Over breakfast and caffeine, let's look at this emerging dynamic.

B- Assessment of Risk in Individuals with Developmental Disabilities and a History of Criminal Offenses

Edwin Mikkelsen, MD, The MENTOR Network, Boston, MA

This presentation will begin with a brief review of the essential elements of empirical risk assessment, and the significance of the specific subtype of offense pattern. There will be ample opportunity for discussion.

9:00 – 9:30 a.m.

WELCOME FROM THE NADD CEO

Robert Fletcher, DSW, ACSW, NADD, Kingston, NY

PRESENTATION OF THE FRANK J. MENOLASCINO AWARD FOR EXCELLENCE

9:30 – 10:30 a.m.

PLENARY SESSION

The Autistic Learning Disabilities Approach: A Method for Individualizing Treatments for Autistic Spectrum Disorders

Bryna Siegel, PhD, University of California, San Francisco, CA

Each criterion comprising the DSM-IV diagnosis of Autistic Disorder implies different, specific defects in perception, processing, storage or output of sensory, perceptual or cognitive inputs. These can be cast as an array of autism-specific learning disabilities (ALDs), each with associated and specific treatment strategies. Autism is a syndrome, with varied diagnostic symptom profiles and varying cognitive profiles across individuals. The ALD model will be presented as an approach for examining how often-employed treatment strategies and methodologies can be selectively utilized to develop an individualized treatment plan.

10:30 – 11:00 a.m.

BREAK

11:00 a.m. – 12:30 p.m.

CONCURRENT SESSIONS

F01 – Psychopharmacology Panel I – Laboratory Monitoring of Psychiatric Medications

Focus: Lifespan/Level: Intermediate

Sherm Fox, MD, Souver Center, Danvers, MA; Andrew Levitas, MD, University of Medicine and Dentistry – School of Osteopathic Medicine, Stratford, NJ; Jarrett Barnhill, MD, University of North Carolina School of Medicine, Chapel Hill, NC; Jeffery Fahs, MD, The TEAM Centers, Inc., Chattanooga, TN

Most psychiatric medications have potential health risks, some of which can be minimized with appropriate monitoring. We will discuss advantages and disadvantages for set laboratory protocols to monitor various medications. In addition, we'll involve the audience in proposing what lab tests some of these protocols should include.

F02 – US Public Policy Forum: Models to Build a Qualified Workforce – Part I

Focus: Lifespan/Level: All

Joan Beasley, PhD, Consultation and Training Services, Chestnut Hill, MA; Charlie Lakin, PhD, University of Minnesota, Minneapolis, MN; Van Silka, MD, University of Massachusetts Memorial Medical Center, Worcester, MA

Services to individuals with intellectual/developmental disabilities and behavioral health needs are rendered ineffective without qualified providers on all levels of care. A national panel from across the USA will provide a two-part (3 hours) presentation to focus on the need to promote a qualified workforce in all aspects of service delivery. Presenters will describe problems associated with an unqualified workforce, along with various models currently offered to the U.S. ranging from cost effective strategies to provide ongoing training to direct support professionals to the use of policies and procedures on a statewide level to promote improvements in work force development.

F03 – Never the Same Crisis Twice - Part I

Focus: Lifespan/Level: All

Chris Heimerl, MSSW, Cheryl Frazine, MA, New Mexico Department of Health, Albuquerque, New Mexico

New Mexico created a crisis response/capacity building resource to assist families and service agencies when their ability to provide support is compromised. Public and private providers collaborate through technical assistance, training, supplemental mentor staff and short-term community-based residential options. Statewide competence is strengthened by each individual intervention.

F04 – Psychopathology in Children & Adolescents: Is Prevention/Amelioration Possible?

Focus: Children/Level: All

Ann Poindexter, MD, Healthcare Consultant, Conway, AR

Issues related to early diagnosis of mental health disorders in children and adolescents, including both persons with developmental disabilities and general population individuals, will be outlined. Recent

research in the prevention of these disorders as well as amelioration of severity through early diagnosis will be outlined, and future directions will be projected.

F05 – The Best of Both (B.O.B.): Developing a Dual-Service Case Management Unit with the Power to Make a Difference in the Lives of Individuals with Dual Diagnosis

Focus: Lifespan/Level: All

Robert Fleming, BS, Susan Hartfield, MA, Thomas Brandon, MEd, Clearfield/Jefferson MH/MR Program, Brockway, PA

The Best of Both is a discrete mental health/intellectual disability case management unit that has the capacity to assure that the right service is provided, at the right time, to the individual who is in a crisis or in urgent need of help.

F06 – Habilitation and Vocational Supports Model for Persons with Co-Occurring Conditions

Focus: Adults/Level: Intermediate

Brandi Smirolodo, PhD, Rebecca Mandal, PhD, Hammond Developmental Center, Hammond, LA

An interdisciplinary system has been used in Vocational and Habilitation Services for individuals with dual diagnosis living in an ICF/MR. Skills acquisition, behavior, choice-making, quality of life and community inclusion have improved from utilizing professional and direct support professionals to teach learning-based skills. Design, implementation and strengths/weaknesses will be discussed.

12:30 – 1:45 p.m.

NETWORK LUNCHEON

PRESENTATION OF THE SERENA MERCK MEMORIAL AWARDS - INNOVATION AND DEDICATION IN PRACTICE & LEADERSHIP

Presented by Francis W. Hatch, Chairman, The John Merck Foundation, Boston, MA

Thursday, October 26

7:00	Registration opens		
7:30 - 8:30	Breakfast Consultations	a. Depression: Diagnosis and Cognitive Behavioral Treatment, Anne Hurley, PhD b. Recruitment and Retention Strategies, Terrence McNelis, MPA	
9:00 - 9:30	Welcome from the Conference Chairpersons Presidential Welcome and Opening Remarks General Membership Meeting		
9:30 - 10:30	Plenary Session		
10:30 - 11:00	Break		
11:00 - 12:30	Human Sexuality Program T01	Differential Diagnosis of Medical Issues T02	Atypical Anti-psychotic Induced Metabolic Syndrome T03
12:30 - 1:45	Lunch on your own		
12:30 - 1:45	Committee Meetings: Membership, US Policy, Canadian Policy, Research		
12:30 - 1:45	Family Networking Meeting		
1:45 - 3:15	Functional Assessment Strategies T07	Overview of Prader-Willi Syndrome T08	The Crisis Service Crisis T09
3:15 - 3:45	Break		
3:45 - 5:15	Mood Disorders in ASD T13	If I Could Do It All Over Again T14	Why Isn't This Person Responding to Treatment T15
5:00 pm	Registration closes		
5:30 - 7:00	NADD Welcome Reception, Poster Session & Silent Auction		
6:30 - 7:30	Special Interest Group Meetings: Psychopharmacology, Forensics and Psychotherapy		

Friday, October 27

7:15	Registration opens		
7:30 - 8:30	Breakfast Consultations	a. Growing Older, Understanding Aging and Dementia in Persons with Intellectual Disabilities b. Assessment of Risk in Individuals with Developmental Disabilities and a History of Criminal Behavior	
8:45 - 9:30	Welcome from the Chief Executive Officer Presentation of the Frank J. Menolascino Award		
9:30 - 10:30	Plenary Session: The Autism Spectrum		
10:30 - 11:00	Break		
11:00 - 12:30	Psychopharmacology Panel I F01	US Public Policy- Part I F02	Never the Same Crisis Twice – Part I F03
12:30 - 1:45	Network Luncheon: Presentation of the Serena Merck Memorial Awards		
1:45 - 3:15	Psychopharmacology Panel II F07	U.S. Public Policy - Part II F08	Never the Same Crisis Twice – Part II F09
3:15 - 3:45	Break		
3:45 - 5:15	Resource Centers F13	Developmental Difficulties in ASD F14	Moving a Stuck Case F15
5:00	Registration closes		
5:30 - 6:30	Committee Meetings: Family Issues		

Saturday, October 28

7:15	Registration opens		
7:30 - 8:30	Breakfast Consultations	a. Alcohol, Drugs and Disability, Making the Connection, Barbara Ludwig, BA, LPC	
9:00 - 10:00	Plenary Session		
10:00 - 10:30	Break		
10:30 - Noon	Right Way Training S01	Working with Parents with Special Needs S02	Management of Challenging Behavior S03
Noon	Conference Concludes		

Project Illumination
T04

Reducing
Challenging Behavior
T05

Supervision in
the Workplace
T06

ASD
T10

Informed Health
& MH Decisions
T11

Effective Collaboration
& Treatment of Adolescents
T12

Program Model &
Evaluation Strategy
T16

Research
Symposia
T17

Collaboration for
Behavioral Health Services
T18

ilities, Sue Gabriel PMHNP
riminal Offenses, Edwin Mikkelsen, MD

Psychopathology in
Children & Adolescents
F04

The Best
Of Both (B.O.B.)
F05

Habilitation &
Vocational Supports
F06

DSM-IV Disorders
in Deaf & Hard of Hearing
F10
CANCELLED

DBT
Therapy
F11

Evaluation of
Treatment Program
F12

Offenders
F16

Navigating
Transition
F17

Working w/
Families
F18

Multi-System Kids
with Complex Needs
S04

Congruence
at Work
S05

Sexuality Policies
& Education
S06

1:45 – 3:15 pm

CONCURRENT SESSIONS**F07 – Psychopharmacology Panel II – Practice Implications for Persons with Intellectual Disabilities: A Review of the C.A.T.I.E. Studies***Focus: Lifespan/Level: Intermediate*

Moderator: Lauren Charlot, PhD, University of Massachusetts Medical School, Worcester, MA; **Robin Friedlander, MD**, West Coast Mental Health Support Team, Vancouver, BC, Canada; **Andrew Levitas, MD**, University of Medicine and Dentistry - School of Osteopathic Medicine, Stratford, NJ

In this presentation, the very significant recently published C.A.T.I.E. studies will be presented from two somewhat varied perspectives. Dr. Robin Friedlander will discuss key clinical issues in treating psychosis in persons with intellectual disabilities (ID) and review clinical practice implications from the C.A.T.I.E. investigations. Dr. Levitas will describe applicability and other clinical concerns arising from non-specific treatment of agitation and aggression with antipsychotic medications in people with ID. He will also relate this topic to the C.A.T.I.E. study findings to examine implications for persons with a dual diagnosis who may or may not have a clear psychotic disorder. Dr. Charlot will make a brief comment and invite questions and discussion from the attendees regarding this important area of clinical practice.

F08 – US Public Policy Forum: Models to Build a Qualified Workforce – Part II*Focus: Lifespan/Level: All*

Cheryl Strange, LMHC, State of Washington Social & Health Services, Olympia, WA; **Bruce Davis, PhD**, Team Centers Inc., Chattanooga, TN; **Donna McNelis, PhD**, Drexel University College of Medicine, Philadelphia, PA

Services to individuals with intellectual/developmental disabilities and behavioral health needs are rendered ineffective without qualified providers on all levels of care. A national panel from across the USA will provide a two-part (3 hours) presentation to focus on the need to promote a qualified workforce in all aspects of service delivery. Presenters will describe problems associated with an unqualified workforce, along with various models currently offered to the U.S. ranging from cost effective strategies to provide ongoing training to direct support professionals to the use of policies and procedures on a statewide level to promote improvements in work force development.

F09 – Never the Same Crisis Twice - Part II*Focus: Lifespan/Level: All*

Chris Heimerl, MSSW, Cheryl Frazine, MA, New Mexico Department of Health, Albuquerque, New Mexico

New Mexico created a crisis response/capacity building resource to assist families and service agencies when their ability to provide support is compromised. Public and private providers collaborate through technical assistance, training, supplemental mentor staff, and short-term community-based residential options. Statewide competence is strengthened by each individual intervention.

F10 – Evidence-Based Assessment and Treatment Outcomes for DSM-IV-TR Disorders in Individuals with Dual Diagnosis*Focus: Lifespan/Level: All*

John Angelopoulos, EdD, **Dave Charlot, EdD**, Greene Valley Developmental Center, Knoxville, TN
The development of evidence-based outcomes for the treatment of DSM-IV-TR diagnoses is a critical component in defining success. Targeted behaviors appropriate to the diagnostic criteria must be identified, tracked, and systematically reviewed. A model procedure utilized within a dual diagnosed population of an ICF-MR will be presented.

F11 – Dialectical Behavior Therapy Adapted for People with Developmental Disabilities*Focus: Adolescents/Level: Intermediate*

Margaret Charlton, PhD, ABPP, Aurora Mental Health Center, Aurora, CO

Dialectical Behavior Therapy is a comprehensive treatment program addressing deficits in emotion regulation, distress tolerance and interpersonal relationships. An adapted version of this model helpful for people with developmental disabilities and mental health problems for a number of reasons will be discussed.

F12 – Evaluation of a Treatment Program for Individuals with an Intellectual Disability Who Have High Risk Behaviors*Focus: Adults/Level: All*

Leslie McKay, MA, **Linda Smith, BS**, Bethesda Services, St. Catharines, ON, Canada

In the past two decades numerous programs have emerged to treat individuals with developmental disabilities who have sexual offending behaviors. There have, however, been very few studies that systematically examine the effectiveness of long-term treatment with this population. The present research examines the therapeutic outcomes of a multi-modal behavior approach with six individuals with intellectual disabilities previously charged with sexual assault. The participants also exhibited severe behavioral challenges that included verbal aggression, physical aggression, destruction and self-injury. These participants were admitted to a Long Term Treatment Program (L RTP), due to the severity of their behaviors and due to their lack of treatment success in other programs. Individualized treatment plans focused on the reduction of maladaptive behaviors and the enhancing of skills such as positive coping strategies, socio-sexual knowledge, life skills, recreation and leisure skills.

3:15 – 3:45 p.m.

BREAK

3:45 – 5:15 p.m.

CONCURRENT SESSIONS**F13 – Resource Centers: Supporting People with Co-Occurring Conditions in the Community***Focus: Lifespan/Level: Intermediate*

Rebecca Mandal, PhD, **Doanie Doucet, BA**, **Mike Harrell, BA**, **Angela Shockley, RN**, **Janet Reich, RNC**, Louisiana Office for Citizens with Developmental Disabilities, Hammond, LA

Louisiana's Office for Citizens with Developmental Disabilities established Resource Centers to promote interest, education and community capacity in developmental disabilities. Specialties are: Aging with Developmental Disabilities; Community Inclusion; Medical & Dental Supports; Nutritional, Physical & Nursing Supports; Psychiatric & Behavioral Supports. Discussion includes development, demographics, financial advantages, challenges and goals.

F14 – Combining Functional Behavioral Assessment and Social-Communication Interventions: Addressing Developmental Difficulties in Autism Spectrum Disorders*Focus: Lifespan/Level: All*

Ian Gilmour, MA, McMaster Children's Hospital, Hamilton, ON, Canada; **Robert Bray, BA**, Community Living Services, Wayne, MI

Research suggests that enhancing social-communication skills improves developmental outcomes in individuals with Autism Spectrum Disorders (ASD). We review developmental literature, linking it to behaviors typical of individuals with ASD. We combine evidence-based research on Functional Behavioral Assessment and social-communication, and provide concrete visual examples for participants to use for later interventions supporting people with ASD.

F15 – A Case Manager's Guide to Moving a Stuck Case: What we can Learn from Systemic Family Therapy*Focus: Lifespan/Level: Beginner-Intermediate*

Marie Hartwell-Walker, EdD, Department of Mental Retardation, Northampton, MA; **J. April Stein, MEd**, ServiceNet, Inc., Northampton, MA

This workshop draws on the theories and strategies of systemic family therapy to help move a stuck case along. Those who are familiar with the work of Lynn Hoffman, Chloe Madanes as well as Boscolo and Checcin will be interested in applications to the developmental disabilities field. Those new to these leaders in family therapy will learn new ways to think about and intervene in a case where there is both overt and covert disagreement about what to do.

F16 – Community Protection Program for Offenders with Developmental Disabilities*Focus: Adult/Level: Intermediate*

Ana Perera, Income Links/Career Quest, Shelton, MA
Washington State has developed a unique support program for offenders with developmental disabilities. This presentation will provide the history and implementation of this highly successful program. This Community Protection Program (CP) promotes integration with strictly enforced safety provisions. The CP program also includes customized employment opportunities and residential supports.

F17 – Navigating Transition: A High School Curriculum for Students with Learning Disabilities

Focus: Adolescents/Level: Beginner

Chris Schmieders, PhD, Tobey Shaw, MA, Frostig School, Pasadena, CA

The presentation will discuss the Frostig School transition program. The program engages students, parents and staff in a four-year process to determine a variety of alternatives for “life after Frostig.” The framework for the program centers on the “success attributes” (developed by the Frostig Research Department).

F18 – Working with Families

Focus: Adults/Level: Intermediate

Elizabeth McConnell Heywood, PhD, Gaston Residential Services, Inc., Gastonia, NC

A skill-building workshop developed for direct care professionals and interdisciplinary team members. Participants will learn specific empowering techniques to help them enhance their perceptions of and communication with families. This interactive workshop is based on counseling theory and techniques that can be used by both professional and paraprofessional care staff.

5:15 p.m.

REGISTRATION CLOSES

5:30 – 6 : 30 p.m.

COMMITTEE MEETINGS

The following NADD Committee will be meeting at this time. All are welcome to attend and participate.

- Family Issues

SATURDAY, OCTOBER 28

7:15 a.m.

REGISTRATION OPENS

7:30 – 8:30 a.m.

BREAKFAST CONSULTATIONS WITH THE EXPERTS

Come join the experts in the field of dual diagnosis! These sessions are designed for participants to learn from experts. They offer an opportunity for discussion and networking. A 20-minute presentation will take place, followed by interactive discussion. A continental breakfast will be served. Breakfast consultation registration confirmation sheets are issued at registration. Space is limited. Register early! *Note: There is no on-site registration for the breakfast consultations.*

A- Alcohol, Drugs and Disability, Making the Connection

Barbara Ludwig, BA, LPC, Independent Consultant, Sonoma, CA

We will begin with a meditation on the joy of sober living. Dependency on substances (including prescribed pharmaceuticals) to regulate emotion and facilitate social behavior will be addressed. We will discuss effective recovery methods for people with disabilities.

9:00 – 10:00 a.m.

PLENARY SESSION

The Power of Strength-Based Educational Support Strategies For Twice Exceptional Students

Wendy Handrich, MEd, Learning Curve of WI, Oconomowoc, WI

As schools attempt to identify and meet the needs of students who are highly capable, those who are twice exceptional are frequently under-represented in programs for the gifted. Preconceived notions prevent many students who are twice exceptional from accessing services that focus on their strengths and interests. Strength-based services provide opportunities for students to soar with their strengths while simultaneously closing the gap in areas of need. Many bright students who also have a disability struggle in the areas of social communication, executive function and adaptive skills. Case examples will be used to demonstrate how strength based educational supports make a world of difference for students who are twice exceptional.

10:00 – 10:30 a.m.

BREAK

10:30 a.m. – 12:00 p.m.

CONCURRENT SESSIONS

S01 – Right Way Training

Focus: Lifespan/Level: All

Dan Housepian, MOD, Northwest Ohio Developmental Center, Toledo, OH

Right Way Training is a program that was developed at the Northwest Ohio Developmental Center in 1994. Most of the general philosophy is consistent with many of the principles of Gentle Teaching. Right Way Training, however, attempts to achieve a more realistic balance through service delivery and support that all individuals in human services should adhere to.

S02 – Provision of Cross Systems Training on Working With Parents with Special Needs

Focus: Adults/Level: All

Kevin Travers, LCSW, Kristi Hickey-Vigilante, LMSW, Juliet Hawkins, MA, YAI- National Institute for People with Disabilities, New York, NY

This interactive workshop will highlight aspects of YAI/National Institute for People with Disabilities' train-the-trainer curriculum. Participants will be able to identify some of the training needs of their service delivery system and begin to formulate strategies of how to educate local service providers.

S03 – Accountability in the Management of Challenging Behavior

Focus: Adults/Level: Intermediate

James Ediger, PhD, Russ Kathler, DSW, St. Amant, Winnipeg, MB, Canada

Drawing upon our experiences with clients admitted to an acute treatment service for persons with intellectual disabilities who are experiencing a behavioral/emotional crisis, we examine the application of accountability principles to the management of challenging behaviors. Key concepts such as focus on

results (not activities) and personal accountabilities are emphasized.

S04 – Evaluation of a Collaborative Community Program for Multi-System Kids with Complex Mental Health/Intellectual Disabilities Needs

Focus: Adolescents/Level: All

Bernie Fabry, PhD, John McGonigle, PhD, Western Psychiatric Institute & Clinic/UPMC, Pittsburgh, PA; Jeanine Rasky, BSW, Allegheny County Department of Human Services, Pittsburgh, PA

We will describe a multi-agency, multi-system collaborative program serving complex and challenging kids with mental health/intellectual disabilities, along with its evaluation. The model includes (1) community-based residential placements that provide safe and effective care while (2) an interdisciplinary mobile treatment team provides ongoing functional assessment and expert-guided interventions to build capacities for success. Families are supported in participation. Aftercare support is included.

S05 – Community Networking and Organizational Cultures: Congruence at Work

Focus: Lifespan/Level: All

William Gapen, MSW, Griffin Centre, Toronto, ON, Canada

This workshop will discuss strategies for building and maintaining a comprehensive and integrated Community Support Network using existing resources and identifying possible partnerships. Based on a working model, this network approach brings together a range of formal and informal supports and services to address specific service delivery gaps for people that have complex service situations and whom often fall through the cracks. The presenters will also discuss that a key component of success in building such a network rests on how the lead agency develops and maintains a leadership style that parallel and support the development of mutual aid and empowerment practice in one's agency and in the development and maintenance of the network.

S06 – Sexuality Policies and Education: Obligation or Quagmire?

Focus: Adults/Level: All

Lucille Duguay, LCSW, Oak Hill, Hartford, CT

Service providers have been fearful of public censure and potential liability on the subject of sexual expression for individuals with intellectual disabilities. Through case studies, audience discussion and lecture, this lively presentation will examine strategies for teaching healthy sexuality as one dimension of a comprehensive approach to this issue.

12:00

CONFERENCE CONCLUDES

23rd Annual Conference Registration Information

Follow these instructions to register for the Conference. Registration is also available online at www.thenadd.org.

1. In Part 1 of the Conference Registration Form, print or type your first name, last name and credentials (as you wish it to appear on your name badge). If you are a NADD member, indicate your member number. All registrants should fill in the employer, agency, or organization (if applicable), address, city, state, zip code and country lines. Also, fill in your daytime telephone number, fax number (if applicable), and e-mail address.
2. In Part 2, indicate your choice for continuing education credits for this Conference.
3. If you have a disability that may require special materials or services, please indicate your specific needs in this section.
4. If you are attending a Conference Symposium, please indicate which you will attend.
5. Please check the concurrent sessions that you will attend each day (only one per time slot). This section must be filled out completely in order for the registration to be processed.
6. In Part 6, circle the appropriate fee and write the Amount Due in line with your circled fee.
- 6a. This section should be used if you are registering for the Total Registration Package only. This package includes your registration fees for the Pre-Conference Symposia, the Conference and the Friday Luncheon, as well as, a copy of the Conference Proceedings. You save the most money with this registration option.
- 6b. This section should be used if you are registering for the Complete Conference only. This package includes your registration fee for the Conference, the Friday Luncheon and a copy of the Conference Proceedings.
- 6c. This section should be used if you want to pick and choose your registration elements. You can decide which Conference components you want: Daily Registration, Full-Day Pre-Conference Symposia or Half-Day Pre-Conference Symposium. Please note that you may not convert your registration to the package described in section 6a or 6b once you choose this option; you must pay for each component separately.
- 6d. This section should be used if you are signing up for a daily registration for Friday and would like to attend the Network Luncheon.
7. If you want to attend a Breakfast Consultation, complete this section. Space is limited to 30 attendees per session. Please indicate your first and second choice (1 being first and 2 being second, where applicable). **Note: There is no on-site registration for the Breakfast Consultations.**
8. Join NADD and save, wherever applicable on the form. NADD membership is valid through December 31, 2007. Individual membership is \$98, Family/Consumer/Student membership is \$48, Sustaining membership is \$165, organization membership is \$450 or \$600. Membership includes the bimonthly NADD newsletter. If you join NADD now, you may take advantage of the member registration fees immediately.
9. Indicate the method by which you are paying the total fee in Part 10. Institution purchase orders require individual registration forms. Include a copy of the purchase order with registration forms. If registering more than one individual on a purchase order, list each registrant's name on the purchase order.
10. Specify the total enclosed.
11. Please send or fax your completed form along with payment to NADD, as indicated on the Registration Form. Faxed registrations must include credit card information in order to be processed.

General Information

Registration Form

Registration forms can be mailed or faxed to NADD. All forms must include a method of payment. Faxed forms must include credit card payment in order to be processed. If you fax the form to NADD, please do not mail the same form. Registration is also available online at www.thenadd.org. Confirmations will be sent for registrations received prior to October 2, 2006.

U.S. Tax Information

Conference registration fees are not deductible as charitable contributions for U.S. federal income tax purposes. However, they may be deductible under other provisions of the U.S. Internal Revenue Code.

When to Pay Registration Fees

Payment is due at time of registration. The registration fee due is the fee in effect when payment is received in the NADD office.

Meeting Credentialing

No registrant will be credentialed (receive his or her admission badge and registration packet) or allowed to attend the Conference until all registration fees are paid in full, or until the Conference registrar receives an official confirmation (purchase order or other document) that the proper fees will be paid in full.

Cancellation Policy

A cancellation fee of 25 percent will be charged for all cancellations made before October 2, 2006. Refunds will not be given for cancellations received after October 2, 2006. All cancellations must be submitted in writing. Registrants who fail to attend and who do not cancel prior to October 2, 2006, are liable for the entire Conference registration fee. You may, if you wish, send a substitute. If sending a substitute, you must contact the NADD Office prior to the Conference.

Cancellation Liability

If NADD must cancel the Conference for any reason, NADD's liability is limited to the return of the Conference fee.

Questions???

If you have any questions about the conference program, speakers, sessions, or arrangements, contact: NADD, 132 Fair Street, Kingston, NY 12401
Phone: (845) 331-4336, (800) 331-5362
Fax: (845) 331-4569
E-mail: info@thenadd.org
Web: www.thenadd.org

Conference Etiquette

It is difficult to maintain room temperatures that are comfortable for all participants, and conference attendees should be aware that room temperatures will vary throughout the conference center. A light sweater or jacket is helpful when room temperatures become too cool. Participants are asked to turn off cell phones and beepers when attending workshops, or to change them to a silent signal if necessary. Please step outside of the room when responding to a page or call.

Volunteers Needed

Volunteers are needed at the conference for the registration desk and NADD Exhibit Table, as well as conveners (room monitors). Volunteers will be assigned to each area as needed.

Individuals who volunteer for one day can attend another day with the registration fee waived; or if you volunteer for two (2) days, attend two (2) days with the registration fee waived. Additional options such as Breakfast Consultations are the responsibility of the individual.

Individuals who would like to volunteer their time wherever needed, and not attend any other days are welcome and appreciated as well.

For more information on volunteering (process, sign-up sheet, etc.), please see the NADD website at www.thenadd.org or call (845) 331-4336/(800) 331-5362. The cut-off to receive the appropriate paperwork to volunteer is Monday, September 18, 2006. Volunteer requests received after this date will be processed based on availability.

Scholarship Information

NADD 23RD ANNUAL CONFERENCE SCHOLARSHIP SUPPORT

The National Association for the Dually Diagnosed (NADD) supports the inclusion of persons with disabilities, their families, as well as, staff members. To this end, a limited number of scholarships are available to help defray the cost of the conference for those who would otherwise not be able to attend. This support is expected to be in the form of a registration reduction or waiver, but requests for other assistance will be considered. Please be specific in regard to the dollar amount of your request and what the scholarship will be utilized for (e.g., registration waiver, travel, accommodations, or other financial support). Scholarship funds are made possible by a grant from the John Merck Fund.

SCHOLARSHIP SUBMISSION GUIDELINES

Please be specific in regard to the dollar amount of your request and what the scholarship will be utilized for (registration waiver, child care, etc.). Please submit all scholarship requests in writing, along with your Conference registration form to: NADD, 132 Fair St. Kingston, NY 12401-4802. Due to the limited number of scholarships, we encourage you to do so as soon as possible. **Requests received prior to September 4, 2006 will be given first priority.**

For those who receive scholarship funds, expenses will be reimbursed after the conference. Please submit all receipts to the NADD office at the same time, no later than two (2) weeks after the Conference. Upon receipt of the required information, a reimbursement check will be sent to cover the approved expenses.

Notification of scholarship approval will be sent by mail by September 18, 2006.

Registration Form

23rd Annual Conference | October 25-28, 2006 | Wyndham Hotel at Emerald Plaza | San Diego, CA

3 Easy Ways to Register:

1) Mail 2) Fax 3) Online at www.thenadd.org

Pre-Registration by mail or fax (845) 331-4569 will be accepted until Monday, October 16, 2006. At that time pre-registration will close and registration is onsite only. Faxed forms must have credit card information to be processed. Please DO NOT fax and then mail the same registration form. We urge people to pre-register due to limited space, and to ensure your choice of concurrent sessions. On-site registration is available, based upon open sessions.

1. Please Print Name Legibly for ID Badge

First _____ Last _____ Credentials _____

Employer, Agency, or Organization _____

Address _____

City _____ State or Province _____ Zip+4 _____

Country: ☐ U.S. ☐ Canada ☐ Other: _____

NADD Member # _____

Please fill in the contact information below.

Daytime telephone _____ Daytime fax _____

E-mail address _____

2. Type of continuing education credit desired (choose one ONLY). Please see the Continuing Education Credits section on inside cover for descriptions.

☐ AMA ☐ APA ☐ ASWB ☐ LSW ☐ NAADAC ☐ NBCC ☐ PSNA ☐ CEU

3. If you have a special need that might require special materials or services, please provide specific information about your needs:

4. Preconference Symposia: If you are attending a Preconference Symposium, indicate which session(s) you will be attending:

AM- Select only one:

- ☐ Psychopharmacology of Children with Intellectual and Developmental Disabilities
☐ Supporting Non-traditional Learners in Public School from Inclusive Education to Transition Services
☐ The Healing Crowd: Interactive - Behavioral Group Therapy for People with Intellectual and Psychiatric Disabilities

PM- Select only one:

- ☐ Responding To the Needs of Twice-Exceptional Learners through Strength-Based Services
☐ Adverse Drug Events and Medication Side Effects in People with ID and Psychiatric Disorders
☐ Sleep and Mental Health: Disorders Not Recognized and Not Treated
☐ Bipolar Disorder in Children and Adults with Intellectual Disabilities

5. Please register me for the following concurrent sessions (only one per time slot): (Appropriate sessions must be checked for registration form to be processed.)

Thursday	11:00 - 12:30	<input type="checkbox"/> T01	<input type="checkbox"/> T02	<input type="checkbox"/> T03	<input type="checkbox"/> T04	<input type="checkbox"/> T05	<input type="checkbox"/> T06
Thursday	1:45 - 3:15	<input type="checkbox"/> T07	<input type="checkbox"/> T08	<input type="checkbox"/> T09	<input type="checkbox"/> T10	<input type="checkbox"/> T11	<input type="checkbox"/> T12
Thursday	3:45 - 5:15	<input type="checkbox"/> T13	<input type="checkbox"/> T14	<input type="checkbox"/> T15	<input type="checkbox"/> T16	<input type="checkbox"/> T17	<input type="checkbox"/> T18
Friday	11:00 - 12:30	<input type="checkbox"/> F01	<input type="checkbox"/> F02	<input type="checkbox"/> F03	<input type="checkbox"/> F04	<input type="checkbox"/> F05	<input type="checkbox"/> F06
Friday	1:45 - 3:15	<input type="checkbox"/> F07	<input type="checkbox"/> F08	<input type="checkbox"/> F09	<input checked="" type="checkbox"/> F10	<input type="checkbox"/> F11	<input type="checkbox"/> F12
Friday	3:45 - 5:15	<input type="checkbox"/> F13	<input type="checkbox"/> F14	<input type="checkbox"/> F15	<input type="checkbox"/> F16	<input type="checkbox"/> F17	<input type="checkbox"/> F18
Saturday	10:30 - 12:00	<input type="checkbox"/> S01	<input type="checkbox"/> S02	<input type="checkbox"/> S03	<input type="checkbox"/> S04	<input type="checkbox"/> S05	<input type="checkbox"/> S06

Serena Merck Memorial Awards

The John Merck Fund, in association with the National Association for the Dually Diagnosed, will be honoring two individuals, each with a \$5,000 cash award and plaque. These awards will be presented at the NADD 23rd Annual Conference to be held in San Diego, CA, October 25-28, 2006. The selected candidates travel expenses to the conference will also be covered.

I. The Serena Merck Direct Service Memorial Award for Innovation and Dedication in Practice

Purpose of the Award: The Award is given annually to an exceptional individual who has demonstrated long-term, selfless dedication and compassion in the care or service to children who have developmental disabilities and significant mental health needs. Mrs. Merck recognized the critical importance of what quality day-to-day direct care provided by committed individuals can make to children with cognitive and behavioral disabilities.

Criteria for Selection

- A paraprofessional or volunteer who provides direct care services for children who have mental retardation and mental health needs.

- An individual who has demonstrated long-standing commitment and innovative care which has positively affected the quality of life and/or life opportunities for individuals.
- An individual who, in their position, would not typically be recognized for the quality of their work.

II. The Serena Merck Leadership Memorial Award

Purpose of the Award: The Award will be given annually to a person who has proven leadership and guidance which have resulted in the significant improvement of quality of life for persons with developmental disabilities and mental health needs. This prestigious award, established in 2005, is to recognize and honor an individual who has demonstrated outstanding service in the field of dual diagnosis.

Criteria for Selection

- A professional who has demonstrated outstanding leadership in the provision of services to individuals who have mental retardation and mental health needs.
- An individual whose contributions have been recognized at the city, county or state level.

The John Merck Fund has established these two major, national awards to honor Serena Merck's long-standing commitment to this field, and to call attention to the invaluable role individuals play in it.

Submission Guidelines for Both Awards

Organizational entities or individuals may nominate more than one prospective awardee. No self nominations are acceptable. An individual may not be nominated for both awards at the same time.

A 300 word summary of the reason the candidate is nominated, length of service in the field, and a description of the person's impact on individuals with mental retardation and mental health needs is required. Two to three accompanying letters of reference from individuals qualified to evaluate the candidate's suitability for the award should be provided. Nominations should be mailed before SEPTEMBER 1, 2006 to:

Mr. Frank Hatch, Chairman
The John Merck Fund
47 Winter Street, 7th Floor
Boston, MA 02108

4 Great Reasons to join NADD

1. Save on all NADD products
2. Save on Conference registrations
3. Receive NADD member benefits
4. Networking Opportunities

Members Only Benefits

NADD Bulletin Subscription
NADD Conference and Training Discounts
NADD Membership Directory
NADD Training and Educational Product Discounts
NADD Web Site - Members Only Section

To exhibit at the NADD Exhibit Show

Please contact:
NADD, 132 Fair St.
Kingston, NY 12401
(845) 331-4336 or
(800) 331-5362
e-mail: info@thenadd.org
Web: www.thenadd.org

This includes one 6' draped table, two chairs, and a waste basket, plus one complimentary registration (Thurs. - Sat.). A Literature Display Area is also available.

Visit us on the web at: [www . t h e n a d d . o r g](http://www.thenadd.org)

San Diego, California

San Diego is a beautiful city offering near perfect weather, and is one of the top destination cities in North America. Blessed with natural beauty and a rich heritage, it offers a wide variety of things to see and do. For more information on this exciting city see www.sandiego.org.

HOTEL & TRAVEL INFORMATION

Conference Location

Wyndham San Diego Hotel
at Emerald Plaza
400 West Broadway
San Diego, CA 92101
Phone: (619) 239-4500
Fax: (619) 239-4527
www.wyndham.com

The Wyndham is located in the heart of San Francisco, minutes from the San Diego International Airport. It offers a stunning panoramic view of the San Diego Bay, the Pacific Ocean, Mexico and Balboa Park. The hotel is five short blocks from the Horton Shopping Plaza, Seaport Village as well as the historic Gas Lamp District, which features more than 80 restaurants and lounges. Check in is 3:00 p.m. and check out is noon.

RESERVATIONS MUST BE MADE BY OCTOBER 9, 2006, IN ORDER TO QUALIFY FOR THE GROUP RATE.

We encourage you to make your reservation as soon as possible as after the room block is full, and/or the cut-off dates, reservations will be accepted on a space available basis, at the published rates.

Group Rates

Room Type

Single & Double Occupancy	\$159.00
Club Rate	\$199.00

The above prices do not include applicable taxes and fees. The conference rates are available three (3) days prior to and three (3) days after the original conference dates, which is from October 22 – October 31, 2006, based on availability.

Reservations

RESERVATIONS MUST BE MADE BY OCTOBER 9, 2006, IN ORDER TO QUALIFY FOR THE GROUP RATE.

Reservations can be made by calling (619) 239-4500/(800) 996-3426. When making your reservation via phone you must advise the hotel representative you are with the "NADD 23rd Annual Conference".

You can register online only if reserving a room from October 24 - 28, 2006. To receive the group rate type in the group box (located in box 5 of the reservation options) the code of "102206520".

Other Reservation Terms

The Hotel will require an early departure charge in an amount equal to the guest's current per night charge plus applicable taxes for all guests who depart one or more days prior to their scheduled departure date verified upon arrival.

All rooms included in the Room Block require a one-night's deposit by guest check, money order or valid

credit card by the Reservation Cut-Off Date. Individual guest cancellations will be accepted up to seventy two (72) hours prior to arrival. The deposit is refundable if timely notice of cancellation is given and a cancellation number obtained.

Individual shall pay for all no shows that occur after your Reservation Cut Off Date for the period of your Room Block, in addition to any attrition fees and any rental charges required by this Agreement. Such charges shall be added to and charged to the Individual's credit card.

Any changes or requests received within thirty (30) days of your event may be accepted on space availability, at the Hotel's discretion. Additionally, any guaranteed reservations that fail to arrive will result in a charge of the room and tax to the individual's credit card.

Directions

Directions to the hotel can be obtained by contacting the concierge desk at the hotel or on the hotel website.

Shuttle

The hotel provides a complimentary shuttle to service to and from the San Diego Lindbergh Field Airport, based on space availability.

Please note: The airport website of www.san.org offers a wide range of information regarding flights, ground transportation and other information.



An association for persons with
developmental disabilities and
mental health needs

NATIONAL ASSOCIATION FOR THE Dually Diagnosed

132 Fair Street, Kingston, NY 12401-4802

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23rd Annual Conference and Exhibit Show

*Promoting Mental Health in Children &
Adults with Intellectual Disabilities:
Cross Systems Collaboration*

OCTOBER 25-28, 2006

Please share this brochure
with people interested in and
involved with the field of
MH/ID, including families
and professionals.